



**THE EFFECT OF USING POSTER ON THE STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMKS TI
MUHAMMADIYAH 11 SIBULUAN**

SKRIPSI

*Submitted to Faculty of Tarbiyah and Teachers Training UIN-SU Medan as a
Partial Fullfilment of Requirements for S-1 Degree*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi yang dilaksanakan oleh Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan benar-benar merupakan hasil karya saya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar yang telah diberikan oleh pihak Universitas batal saya terima.

Medan, Agustus 2020

Yang Membuat Pernyataan



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ABSTRACT

ZUMARNI SEPTANIA LIMBONG. THE EFFECT OF USING POSTER ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMKS TI MUHAMMADIYAH 11 SIBULUAN.

Keywords: Poster, Writing, Descriptive Text

This research aimed to find out the effect of using poster on students' achievement in writing descriptive text. The population of this research was 205 students consist of 5 classes. The sample was the first grade of senior high school X TKJ 2 and X TKJ 3 at SMKS TI Muhammadiyah 11 Sibuluan, Tapanuli Tengah. The methodology of this research is quantitative by using experimental and control group. After giving pre-test and post-test, the result showed that the mean from experimental group was 57,89 (pre-test) and 86,51 (post-test). For the control group was 56,53 (pre-test) and 69,07 (post-test). The data of test showed normal and homogeneous. In the hypothesis testing, the researcher used t-test and it showed $t_{count} (34,86) > t_{table} (1,67)$ which H_a accepted and H_i rejected. Therefore, the use of Poster affected students writing achievement in writing descriptive text.

ACKNOWLEDGEMENT



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In closing, the research hopes that this study will be useful for all of the readers and to the University.

Medan, August 2020

The Researcher

Zumarni Septania Limbong

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF APPENDIXES	ix
CHAPTER I INTRODUCTION	1
A. The Background of Study	1
B. The Identification of Problem	6
C. Limitation of Study	6
D. The Formulation of Problem.....	7
E. The Objective of Study.....	7
F. The Significance of Study	7
CHAPTER II REVIEW OF LITERATURE.....	8
A. Theoretical Review	8
1. Students' Achievement	8
2. Writing	8
2.1 The Definition of Writing	8
2.2 The Purpose of Writing	10
2.3 The Writing Process	10

2.4 Genres of Text	12
3. Descriptive Text	12
3.1 The definition of Descriptive Text	12
3.2 Generic Structures of Descriptive Text.....	13
3.3 Grammatical Features of Descriptive Text	13
3.4 Writing Assesment	14
4. Media	16
4.1 Kinds of Media	16
4.2 Poster	17
4.2.1 Types of Posters	17
4.2.2 Advantages and Disadvantages of Using Poster	18
5. The Application of Poster in Teaching Descriptive Text	19
B. Related Studies	20
C. Conceptual Framework	21
D. Hypothesis	22
CHAPTER III RESEARCH METHODOLOGY	23
A. The Location of Research	23
B. Population and Sample	23
1. Population	23
2. Sample	24
C. Research Design	25
D. Instrument for Collecting Data	25
E. Technique for Collecting The Data	25
F. Technique of Analyzing Data	26

1. Normality test	26
2. Homogeneity tes	27
3. Hypothesis tes	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	29
A. Research Findings	29
1. Normality testing for Experimental and Control Group	32
2. Homogeneity testing for Experimental and Control Group	38
3. Hypothesis testing for Experimental and Control Group	38
B. Discussion	40
CHAPTER V CONCLUSION AND SUGGESTION	42
A. Conclusion	42
B. Suggestion	43
REFERENCES	44
APPENDIX	

LIST OF TABLE

Table	Title	Page
2.1	Scoring Test	14
3.1	Population	24
3.2	Sample	24
3.3	Research Design	25
4.1	Students' Pre-test and Post-test score (Experimental Class)	 29
4.2	Students' Pre-test and Post-test score (Control Class)	 31
4.3	Normality Pre-test of Experimental Group (X_1).....	33
4.4	Normality Pre-test of Control Group (Y_1).....	34
4.5	Normality Pre-test of Experimental Group (X_2).....	35
4.6	Normality Pre-test of Control Group (Y_2).....	36
4.7	Normality Conclusion	37
4.8	Homogeneity test for Experimental Group	38
4.9	Homogeneity test for Control Group	38

LIST OF APPENDIXES

APPENDIX	TITLE
I	Students Initial name of X TKJ 2 and TKJ 3
II	Students' Score of Pre-test and Post-test in Experimental class and Control class
III	Liliefors Table
IV	T Table
V	F Table
VI	Poster of Post-test
VII	Post-test of Experimental Class
VIII	Post-test of Control Class
IX	Poster of Pre-test
X	Pre-test of Experimental Class
XI	Pre-test of Control Class
XII	Key Answer of Pre-test
XIII	Key Answer of Post-test
XIV	Documentations
XV	Students' Name (NISN)
XVI	Lesson Plan
XVII	Students' Pre-test
XVIII	Students' Post-test
XIX	Research Letter from University
XX	Research Letters from School
XXI	Biodata

CHAPTER I

INTRODUCTION

A. The Background of Study

Education is the most important thing in every human life. Rapid economic growth around the world and modern era are the supporting factors for people to study harder. Education include one of people supports to be successful in the future, with education people will be able to learn something and get knowledge. Education makes someone know about everything, if we study about mathematic, we will know about calculations like algebra, etc., when we study about biology we will know about botany, etc., and when we study about language such as English we will know about tenses that we can use in daily conversation when we talk to foreigner, and we can gain some informations from our interlocutors. Knowledge build the degree of human among other humans, and also can be advantages for every human being, therefore we are not blind to this world. With knowledge we can develop into an open minded person. This is appropriate with Al-Quran surah Al-Mujadilah: 11.

...يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ... (١١)

The meaning of verse :

“...Allah will raise up to (suitable) ranks (and degrees) those of you who believe and who have been granted knowledge...”¹

¹ Abdullah Yusuf Ali, (2004), *The Meanings of The Illustrious Qur'an with footnotes*, New Delhi, India: Adam Publishers & Distributors, p. 507.

The verse showed that Allah will increase the degree of someone if he/she has faith and knowledge, that's why knowledge is very important. In the process of learning, it is reported that Allah will give heaven, as hadith narrated by Muslims;

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى النَّعْرِ رَوَاهُ مُسْلِمٌ

“Whoever passes a path to seek knowledge, Allah makes it easy for them to go to heaven”²

A person who study with sincerely, then afterwards they practice it and give or teach the knowledge to others, the reward that they will receive are very big, and Allah will make it easier for them to enter the heaven. In the process of gaining knowledges, family and environment greatly influence children's development. As the hadith below, from Abu Ya'ala, Al-Thabrani, and Al-Baihaqi, from Aswad ibn Sari.

كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ حَتَّى يَعْزِبَ عَنْهُ لِسَانُهُ فَأَبَوَاهُ يَهُودَانِهِ أَوْ يَنْصَرَانِهِ أَوْ يُجَسَّانِهِ.

“All children are born in a state of holiness -fitrah-, then the father will make the child a Jew or Christian or Magi as animals -livestock- will produce animals too”³

In the process of developing the knowledge, all of children's knowledge is based on how they are educated by their family and environment. A child was born pure and has no knowledge. Environment and family play an important role

² Susan Noor Farida, (2016), “Hadis-Hadis Tentang Pendidikan (suatu Telaah Tentang Pentingnya Pendidikan Anak)”, *Jurnal Ilmu Hadis*, 1 (September 2016), p. 38.

³ Ibid., p. 38.

in their education. Parents should give an important role so the children know what they should know and what they should not know.

Therefore, every human being is required to learn, so it's not make human blind with knowledge. Knowledge will make every human being more beneficial to theirself, society, and also the world. Allah likes people who are useful to others. In studying we have to be patient and keep believing, because the key to be successful person are patient and believe. We have to be patient in studying, learn slowly so the knowledge well absorb and we can remember it well, we shouldn't study in hurry because it will make the knowledge unattractive and hard to remember. Moreover we have to believe, believe in here is explained as faith (believe in Allah) because of his permission we could get and gain the knowledge.

Language is just like a window for everyone to see the world, when we open the window we could see other life and know what is happened outside. A window for language is a tool and bridge to communicate. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.⁴ Someone could gets informations from other countries and knows the phenomena and news in the world through language. For example car crash incident in United state, if do not know English, we probably don't know what is happened, what caused the incident, and how many people died, it can create misunderstanding. Therefore, language is very important in this life. Studying

⁴ Solihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*. Medan: La-Tansa Press, p. 11.

English is very important because in this era all of the technologies use English as its basic or instruction language. English is also become basic language for all people throughout the world, tourists, people who study abroad, and people work abroad must know at least basic English. People who can speak English will easily get information and knowledge from all over the world. In addition, people who can speak and understand English will also easy to find a job anywhere because someone who knows English more attractive and needed by instance for the benefit of work and even collaborate with other countries.

In English, there are four skills that must be mastered by the students, that are: reading, speaking, listening, and writing. The four skills are related to one another. The skill must be known by students. If students know the skill, then they will be good at English. One of the most important skills in English is writing. Writing is an important aspect to be taught to students.

Writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others.⁵ Writing is very important to students because if students know the procedure for writing, they will know how to write a text, letter, instruction, etc.

There are many text genres taught in schools according to the 2013 Curriculum, such as: Analytical exposition text, descriptive, narrative, spoof, etc. Each level must learn a different type of text. Different texts have different

⁵ Ibrahim Mohamed Alfaki, (2015), "University Students' English Writing Problems : Diagnosis and Remedy", *International Journal of English Language Teaching*, .3 (3), p. 40

generic and grammatical structures. Please note, not all students understand in learning this types of text and can write a text with good and appropriate tenses, punctuation, etc. One of the weaknesses of students in learning English is in writing skills. That is because English is a foreign language in Indonesia which makes students unfamiliar with English.

Based on the observation in PPL it can be seen that many students are weak in writing. the reason is the limitation of media. Media is very important in the teaching-learning process, and necessary to stimulate students' minds. The students still confused in determining what they want to write (topic) in their writing. Researcher have used a media (such as: power point and picture) in teaching and it is quite effective, students more active in describing and expressing their opinions of the media. However, when researcher taught them with not using a media, they looked not interested and even confused to understand the lesson.

From above, it can be concluded that media has an important role in the teaching-learning process. One of media that can be used in teaching-learning is "Poster", its include visual media. The researcher choose poster as media because it looks interesting, colorfull, and provide informations. Usually someone more interest if the display or media is interesting. For example in learning, someone more interesting if the teacher uses media in teaching. Poster is very easy to find in everyday life, such as health posters, movie poster, art poster, etc. The researcher used movie poster to stimulate students' minds, attract their attention, and develop their thinking. The students described the things contained in the poster in accordance with their vision. By using media, students are expected to

be better in writing. In this research, the researcher used poster as media to investigate significance effect made by senior high school students in writing descriptive text, entitled **“The Effect of Using Poster on The Students’ Achievement in Writing Descriptive Text at SMKS TI 11 Muhammadiyah Sibuluan”**.

B. The Identification of Problem

Based on the background of study above, the problem identifies as:

- 1) Media, limited media makes students not interested and easily bored in learning, and not good enough to encourage or stimulate their thoughts and knowledge. They also do not know the words (grammar) that used to write text.
- 2) Students are very dependent on teacher in the learning process, so it makes students didn’t have any preparation to learn and not independent in the learning process.

C. Limitation of Study

Based on the identification, the researcher limits the study on the achievement of writing descriptive text by using poster as media to investigate significance effect made by senior high school students of X TKJ 2 and X TKJ 3 class at SMKS TI 11 Muhammadiyah Sibuluan, Tapanuli Tengah.

D. The Formulation of Problem

Based on identification of problem, the question can be formulate as, “is there significant effect of using Poster on students’ achievement in writing descriptive text?”

E. The Objective of Study

Based on the formulation of problem above, so the objective of this study is to investigate the significance effect of using Poster as media on students’ achievement in writing descriptive text.

F. The Significance of Study

The significance of this study are:

1) The students

The students will conduct the knowledge that they have got in their real life, and not make students bored in learning English.

2) The teacher

This research will give contribution as reference to use poster as media to the teacher in teaching English especially in writing.

3) The Researcher

This research will give some benefits to other researcher because this can be a reference to other researcher to conduct the same title or research. And for researcher will get knowledge and experience in teaching writing descriptive text using Poster.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

Theoretical review contains important terms in order to make more clearly understand to the theory and to avoid misunderstanding by readers and researcher.

1. Students' Achievement

Achievement concerns with what someone has actually learned whereas aptitude is the potential for learning something.⁶ Achievement is defined as an achievement of a goal, in which the student has achieved his goal through the skill and effort they have and use.

Based on Bloom's Taxonomy, there are three aspects of learning achievement : cognitive, affective and psychomotor. Bloom's taxonomy is as a reference in student learning and achievement at this time, especially in the 2013 curriculum. In the learning objectives, every teacher is required to use Bloom's taxonomy in formulating learning objectives or indicators that consist of cognitive, affective, and phsycomotor.

2. Writing

2.1 The Definition of Writing

⁶ Hornby, (2000), *Oxford Advanced Learner's Dictionary of Current English*, UK: Oxford University Press, p. 107.

According to Harmer⁷ there are 4 skills in the syllabus of teaching English, i.e: Listening, speaking, reading, and writing. Writing is one of the skills in English that must be taught and mastered by students. The students must be good at writing, because writing is very important to write an official letters, error tenses caused significant errors and misunderstanding to the readers.

In writing, the writer can write anything related to the topic of discussion, the writer can also express his feelings through writing. For university, writing is usually intended for academic purposes which have more scientific writing. Whereas for schools such as junior high school and senior high school it is usually intended to write a narrative, descriptive, recount, etc. In the process of writing, usually uses a media to write, besides that we can also write on a machine that is a computer by typing words that will form into a sentences.

In line with Al- Qur'an surah Al-Qalam:1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The meaning of verse:

*"Nun, By the pen and the (record) which (men) write."*⁸

Then, Qur'an surah Al-Alaq: 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning of verse:

*"He who taught (the use of) the pen (4), Taught man that which he knew not (5)"*⁹

⁷ Jeremy Harmer, (2007), *How to Teach Writing*. Malaysia: Longman, p. 31.

⁸ Abdullah Yusuf Ali, (2004), *The Meanings of The Illustrious Qur'an with footnotes...*, p. 530.

⁹ Ibid., p. 583

From the verses above, it can be seen that in writing use a pen. Writing is a human process in learning to gain knowledge. Allah SWT gives knowledge and gives lessons to every human being, and humans themselves will develop it. So that can not makes humans forget the knowledge, then they wrote it in a book and in paper or computer that is used today. It makes knowledge that existed since ancient times can be enjoyed by us today. That's why writing is an important aspect in human life.

2.2 The Purpose of Writing

Diestch states that The general purpose of writing may be primary to inform, to persuade, to express and to entertain.¹⁰ Richard Kem in his book states writing is functional communication, with writing make people imagined their world and their design, so that they can express their feelings, ideas, and experience to convey their purpose.¹¹ The purpose of writing can not be separated from expressing an idea, opinion, feelings, message into a written form. These writings can contain information and have a meaning both for the person who reads it and for the person who wrote it.

From above explanation, the researcher concluded that the purpose of writing can be as pleasure whether for the reader or for the author. The purpose are very varieties, such as: self-purpose, academic purpose, entertain purpose (entertain people with funny and interesting story, usually in literature), and etc.

2.3 The Writing Process

¹⁰ Betty Matix Diestch, (2003), *Reasoning and Writing Well 3rd Edition*, New York: McGraw- Hill Companies, Inc, p. 4-5.

¹¹ Richard Kern, (2000), *Literacy and Language Teaching*, New York: Oxford University Press, p. 172.

In writing there are several steps that we do so that we can easily and not confuse to write a text. Jeremy Harmer stated that several steps in writing process:

- 1) *Planning*
- 2) *Drafting*
- 3) *Editing (revising)*
- 4) *Final Version*¹²

There are 4 stages in the writing process, namely: planning, drafting, editing, and final version. Planning is the first step before writing, someone should have the purpose, for example: to entertain people, the writer should know what the benefits from the text and the writer must use appropriate word so that the reader understand and didn't mean to be insult other. The second stage is drafting, in this stage someone start writing the outline, for example the title of the text/book, then broad outline for the story of each chapters, so that it makes the text more better and have specific purposes that related to what the writer want to write. After that the writer can write sentence by sentence then paragraph by paragraph. Editing is the third stage and the important stage, in writing product or writing process must have some mistakes, error, and dual sense, someone can revise it by the help of others and by themselves, actually it is more better if the product revised by other persons like editor. The function of this stage is to avoid misunderstanding between the writer and the reader, redundant words, and double sense that previously describe, because we know people nowadays have more critical thinking, so must careful in writing a text. Final version is the last stage

¹² Jeremy Harmer, (2007), *How to Teach Writing*, ... p. 4.

after revision, the writer can publish their writing by the help of publishers or publish it by themselves.

2.4 Genres of Text

Students need to learn kinds of writing texts. They are able to learn it at school or English course. Pardiyono stated there are some types of writing, that are: Narration/narrative, Recount (spoof), Description/descriptive, information report, discussion, explanation exposition, procedure, anecdote, and advertisement-persuasive exposition.¹³

The genres of the text studied in both of Junior High School and Senior High School. In this research, the researcher use descriptive text to experimental and control class. Descriptive text studied in Junior and Senior high school. The style of the text may be different, in junior high school the text may not specific and only contain one paragraph or short paragraph and may be several sentences, but for senior high school it should be more specific. In senior high school require the students to write at least one whole paragraph and the text should have more specific characteristic. However in this research, the researcher used Senior high school as sample of the research.

3. Descriptive Text

3.1 The Definition of Descriptive Text

¹³ Pardiyono, (2007), *Pasti Bisa! Teaching Genre-Based Writing*, Yogyakarta: Andi Publisher, p.2-3.

According to Cynthia A. Broadman & Jia Frydenberg in their book states that descriptive text could be a experience, emotion, situation and characteristics of someone or things, the things include it taste, look, feel, smell and etc.¹⁴ In conclusion, descriptive text is the text that describes or characterizes a person, place, building, and others with specific or not specific explanation. It can be write in sentences or points. But, in the descriptive text must be write in a paragraph (text).

Descriptive text were taught at middle and high school levels. At the high school level this text is taught in class X in KD 3.4 which contains, “distinguishing social functions, text structures, and linguistic elements some descriptive oral and written texts by giving and requesting information related to famous tourist attractions/place and historic buildings, short and simple, in accordance with the context of its use.”¹⁵ This shows that descriptive text is not only taught at the junior high school level, but also at the senior high school level.

3.2 Generic Structures of Descriptive Text

Sanggam Siahaan and Kisno Shinoda in their book states that generic structure of descriptive text are Identification and Description.¹⁶ In the identification, it is describe a thing in general, for example describing a place, simply explain the name and location. While in descriptive / description explain in detail, for example how to characterize the place, what are the contents, how to shape it, and so on.

¹⁴ Cynthia A. Broadman & Jia Frydenberg. (2008). *Writing to Communicate*, USA: Pearson Longman, p. 70.

¹⁵ Kementrian Pendidikan dan Kebudayaan, (2017), *Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris Umum SMA/MA/SMK/MAK*, Jakarta: Kemendikbud, p. 2

¹⁶ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 89.

3.3 Grammatical Features of Descriptive Text

Knapp and Watkins write there are several grammatical features of descriptive writing, as follows:

- Present tense dominated in the text. But sometimes possible to write with past tense to describe the condition of the object in the past.
- In describing the appearance and qualities and also the parts and function of things, person, place used relational verbs such as is, are, has, and have.
- In describing behavior and feelings of things and person, used action verbs and mental verbs, such as work, listen (action verb) and scared, ashamed (mental verbs).
- The adjective verbs also used when adding extra information of object that being described.¹⁷

According to the statement, descriptive text usually use present tense because present tense used to explain the fact. Since, descriptive text explain fact of place, person, or things, then the students should be use present tense. But, the students also can use other tenses according to occurrence. For example if the students describe/compared someone's in present with the past, if he/she past was so messed up and now she/he looking very good, they can use past tense. The students also should be write relational verbs/To Be, action verb, mental verbs, adjective, and etc, to make the text more better.

3.4 Writing Assessment

To assess the student's writing, the assessment requirements are needed to be more valid and clear. In this research, the researcher used Jacob's scoring for

¹⁷ Knapp and Watkins, (2005), *Genre, Text, Grammar*, Sydney, Australia: UNSW Press, p. 98-99.

writing to assess students' writing; content, organization, vocabulary, language, and mechanics of students writing descriptive text.¹⁸

Table 2.1 Scoring Test

Content	30-27: <i>Excellent to very good</i> . Very related to the topic.
	26-22: <i>Good average</i> , mostly related to the topic.
	21-17: <i>Fair to poor</i> , inadequate development of topic.
	16-13: <i>Very poor</i> , not enough to evaluate (not related to the topic).
Organization	20-18: <i>Excellent to very good</i> , the idea clearly stated and applying chronological order (identification and description)
	17-14: <i>Good to average</i> : loosely organized but main ideas stand out, but applying chronological order (identification and description)
	13-10: <i>Fair to poor</i> , the ideas confused or disconnected, but applying chronological order (identification and description)
	9-7: <i>Very poor</i> , not enough to evaluate, there is no organization, and not applying chronological order (identification and description)
Vocabulary	20-18: <i>Excellent to very good</i> , using effective word/idiom, mastery in word (vocabulary).
	17-14: <i>Good to average</i> , occasional errors of word/idiom form.
	13-10: <i>Fair to poor</i> , frequent errors of word/idiom form and choice of word.
	9-7: <i>Very poor</i> , Using not appropriate word and less knowledge of English word. Not enough to evaluate.
Language Use	25-22: <i>Excellent to very good</i> , using present tense well,

¹⁸ S.C. Weigle, (2002), *Assessing Writing*, Cambridge: Cambridge University Press, p. 116.

	punctuation, articles, word order, pronoun, preposition has few mistakes.
	21-18: <i>Good to average</i> , using present tense with a few mistakes, and also tenses, word order, articles, pronoun, preposition with a few mistakes.
	17-11: <i>Fair to poor</i> , using present tense with many mistakes. The tenses, word order, articles, pronoun, preposition has many mistakes.
	10-5: <i>Very poor</i> , dominated by errors and no mastery of sentence construction rules.
<i>Mechanics</i>	5: <i>Excellent to very good</i> , few errors of spelling punctuation, capitalization, and paragraph.
	4: <i>Good to average</i> , occasional errors of spelling, punctuation, capitalization, paragraph.
	3: <i>Fair to poor</i> , frequent errors of spelling, punctuation, capitalization, paragraph.
	2: <i>Very poor</i> , dominated by errors of spelling, punctuation, capitalization, paragraph.

4. Media

4.1 Kinds of Media

In the process of learning, media will help the teacher to explain the materials and help the students to understand about the lesson. Media can be used as teaching or lessons material to the students, so that students more understand and more active in the class.

According to Asyhar in his book, there are 3 kinds of media that can be use in teaching-learning process, i.e : visual media, audio media, and audio-visual

media.¹⁹ There are several types of media that can be used in learning. In this study the researcher used visual media and small media. visual media is a media that only can perceived by the sense of sight. Small media are written and printed to used as media in research. For this research the media that used by research is Poster that include as visual media.

4.2 Poster

The researcher will use poster as visual media that could be able to improve students' writing achievement. This was supported by statements that said poster activity is helpful according to investigation that investigated students and teacher.²⁰ From the opinion it can be seen that the poster is considered helpful, both for students and teachers in the teaching-learning process in the classroom. Using poster in classroom activity has purpose to encourage students' mind become more active.²¹

The importance of poster as media will interest and boost students' thinking and attract their attention in learning. According to Osa and Musser Poster that has colorful and attractive as learning media can improve learning environment and facilities and also inspring in teaching-learning process.²²

¹⁹ Asyhar, (2012), *Kreatif Mengembangkan Media Pembelajaran*, Jakarta: Referensi, p. 45-71

²⁰ Samah Zakareya Ahmad, (2019), "Digital Poster tpo Engage EFL Students and Develop Their Reading Comprehension", *Journal of Education and Learning*, 8 (4), p. 171.

²¹ Peter Reilly, (2007), "Using Practice Posters to Address EFL Challenges", *English Teaching Forum*, 3 (45), p. 26

²² Harsono, et.al., (2019), The Effectiveness of Posters as a Learning Media to Improve Students Learning Quality, *The journal of Social Sciences Research*, Issue 1, p. 99.

4.2.1 Types of Poster

According to Nunyenge in Gobind and Ukpere's journal, there are various categories or type of posters. First is advertising poster that promote products, second is propaganda poster that used by political concerns, third is informative poster that used to give information to the reader of the poster, fourth is subject poster that have specific subject fro example is movie poster, fifth is affirmation poster that used in academic, and last is health poster that can find in helath practitioner's room.²³

There are 6 types of posters that have been described above, each type of poster has different objectives and benefits/purposes. Posters are generally useful to attract the attention of the audience. Colorful poster can attract many audiences because have unique characteristic, if we compared it with not-colorfull poster the audience may not interest on it.

The researcher used subject poster, and movie poster as media in teaching-learning process. Movie poster have colorful and more interest among other. It is hoped that posters can improve students' thinking and create their creativity in describing text. There are two size of poster, small and big poster. In this researcher used Spongebob Squarepants movie poster and Doraemon movie poster that has small size, its obtained from the internet.

4.2.2 Advantages and Disadvantages of Using Posters

Although the poster form is very interesting, but there are advantages and disadvantages if applied in the learning process. According to Berry and Houston, there are several benefits/advantages of posters, that are:

- Excellent alternative media.

²³ Jenni Gobind and Wilfred I. Ukpere,... p. 741.

- Engage students in the appraisal procedure.
- Urge students to examine theme together.
- Could give chances to peer-learning
- Poster could boost a positive attitude among students.²⁴

The disadvantages of Poster:

- New to students, so that need instruction in its use.
- Need time and space.
- Students can be nervous of presenting the poster (speaking ability)
- Need to have clear criteria for good inter-rater reliability.²⁵

According to researcher's opinion, poster is very interesting because have more color even the information that give is very lack. This media is new to the students because some of the students that became subject of this research never saw film poster before, because in their village there is no cinema. However, this poster is very nice media for teaching-learning process because have small size and easy to carry on everywhere, and also very appropriate if we want to describe something. To explain descriptive text using poster maybe need a lot of time.

5. The Application of Poster in Teaching Descriptive Text

In this research, the researcher used posters as a media in achieving students writing descriptive text. There are several instructions in its application, the instructions are as follows:

- 1) The teacher explains to students what they want to do and learn, and also instructs students to pay attention to the poster.

²⁴ Harsono, et.al., (2019), The Effectiveness of Posters as a Learning Media to Improve Students Learning Quality..., Issue 1, p. 99.

²⁵ O'Neill and Jennings, (2012), *The Use of Posters for Assessment: A Guide for Staff*, Dublin: University College Dublin, p. 4.

- 2) The teacher shows the poster to students, and invites students to think the purpose, objectives, and characteristics of the poster.
- 3) The teacher asks the students to write descriptive text based on the poster that has been shown in accordance with the generic structure of descriptive text, that are: identification and description.

B. Related Studies

There are several studies that have been conducted related to this research.

- 1) Muhammad Akhyar Rasyidi (2015), Entitled “The Effect of Using Posters on Students’ Achievement in Writing Hortatory Exposition Text”. The research aims to find whether using posters as media effect the students’ writing achievement or not. The sample of the research was the 2014/2015 second year students (grade XI) of SMA Budi Agung Medan and 60 students as the sampe of the research. The experimental group was taught by using psoters, while control group was taught without using posters. The result of the research showed that t-observed is higer than t-table ($3.12 > 1.67$) with the degree of freedom 58 ($df=N-2$) at the level significance 0.05 one tail test. Based on that showed that using poster effect the students’ achievement in writing hortatory exposition test.
- 2) Sri Meilani Yupita Devi (2015), Entitled “The Effect of Using Movie Poster on The Students’ Writing Achievement in Descriptive Text”. The objective of the research was to find out wheteher using movie posters could effect students’ achievement on writing descriptive text. The research used cluster

random sampling and divided into two group. Each group consisted of 36 students that used as sample. The instrument of the research was written test, and the result showed that the mean of experimental group was 19,4 and control group was 13.6. The standard deviation of experimental group was 1950.96, and control group 2034.42. The total number of sample was 72, the t-observed was higher than t-table ($3.433 > 1.994$) at the level of significance 0.05 fro two tailed. From the research showed that the applying Movie Poster as a media in students' writing achievement in descriptive text is significantly effective than without using movie poster.

- 3) Andi Aspian Nur Apsari (2019), entitled "The Effect of Using Posters on Students' Writing of Descriptive Text". The subject of this research was the eight grade of MTs.s Al-Ikhlas Lambuya academic year 2019/2020. The sample of the research was 68 students which were divided into two classes, class VIII-B as experimental and class VIII-A as control class. The result of the research showed that there was improvement of the students' writing skill. The research was analyzed by using t-test, and it showed the p-value of the pre-test is 0.321 and p-value of post test is 0.005, the effect size is 0.7. from the result showed that there was significance effect with a moderate level on students' wrting skill of descriptive text.

C. Conceptual Framework

Writing is a physical activity that requires some energy to express feelings or information to the reader in the form of writing. There are several types of writing, such as: Recount text, analytical exposition text, narrative text, descriptive text, etc. One type of writing taught in schools is descriptive text.

Descriptive text is a text that characterizes an object, feelings, a person's condition, which is useful for providing information to the reader.

In teaching, not all students understand and good in writing descriptive text. The problem are related to grammar, media, and students who are very dependent on their teacher. In this research, researcher see that the media is very influential on their learning activities. Limited media makes students not interested, easily bored in learning, and is not good enough to encourage or stimulate their thoughts and knowledge. Therefore, in this research, the researcher use effective media for students in writing their descriptive text. According to researcher, an effective media in teaching-learning descriptive text is Poster.

Poster is a small media that contains pictures and some writing in the form of information. The benefit of poster can increase student attention and they will be active in class. It is expected that the use of posters as media can be effective to help students better understand and improve student writing. In this case, *First*, the researcher will give a pre-test to both of the control and experimental class. *Second*, the researcher will give treatment to them. The experimental group use Poster, and control group will use lecturing method. after the treatment, the researcher will give a post-test to both of the group, which aims to compare the treatment give effect or not on students' achievement in writing descriptive text.

D. Hypothesis

The hypothesis of this research formulated as:

Ha : There is significant effect of using poster as media on students' achievement in writing descriptive text.

Hi : There is no significant effect of using poster as media on students' achievement in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the methodology of the research that conducted. This chapter discusses about the location of research, population and sample of research, research design, research instrument, technique of collecting the data, and technique of analyzing the data.

A. The Location of Research

This research conducted at SMKS TI Muhammadiyah 11 Sibuluan on Padang Sidempuan street, KM 7,5 Sibuluan Indah, Pandan kabupaten Tapanuli Tengah. This research will be conduct on the first grade of second semester in the academic year of 2019/2020.

B. Population and Sample

1. Population

To identify the target population, it is necessary to set criteria to determine which cases are include and which are not include. The Researchers should consider the following characteristics for educational research: gender, age, type of school, and special educational needs.²⁶ The population of this research was the first year of senior high school SMKS TI Muhammadiyah 11 Sibuluan in 2019/2020 academic year. This school is private vocational high school. There are 5 classes and the total number of students are 205.

²⁶ Syaukani, (2018), *Metodologi Penelitian Pendidikan*, Medan: Perdana Publishing, p. 35.

Table 3.1 Population

No	Classes	Population
1	X TKJ 1	25
2	X TKJ 2	30
3	X TKJ 3	28
4	X TKRO 1	36
5	X TKRO 2	29
6	X TBSM 1	29
7	X TBSM 2	28
	Total	205

2. Sample

In this research, the researcher used Purposive Sampling. This purposive sampling technique is also called judgmental sampling which is used by determining specific criteria for the sample, especially people who are considered experts.²⁷ The researcher use X TKJ 2 and TKJ 3 as the sample of this research. TKJ is abbreviation of Computer and Network Engineering or in Bahasa is Teknik Komputer dan Jaringan. The researcher use TKJ because they often faces with many English words (because computer use English) than any other majors and more or less understand English.

Table 3.2 Sample

No	Class	Population
1	X TKJ 2	30
2	X TKJ 3	28
	Total	58

²⁷ Priyono, (2008), *Metode Penelitian Kuantitatif*, Surabaya: Zifatama Publishing, p.118

C. Research Design

This research used experimental design. The researcher want to know whether poster has significant effect on students' achievement in writing descriptive text. To collect the data, the sample divided into two groups, the experimental and control group. The experimental group taught by using poster, while the control group taught by explanation/lecturing method. The same test will give to both of experimental and control class.

Table 3.3 Research Design

Group	Pre-Test	Treatment	Post-Test
<i>Experimental</i>	X	✓	X2
<i>Control</i>	Y	✓	Y2

D. Instrument for Collecting The data

The instrument that use in this research is a written test. The students will ask to write a descriptive text about a poster that will be give to the students both of experimental and control group. They will analyze the poster and write the answer based on the question on a piece of paper.

E. Technique for Collecting The Data

The technique of collecting the data are:

1. *Pre Test*

Pre-test conducted for experimental and control group that will be give the same test to measure they ability to write descriptive text and to find out the homogeneity and the mean score of the groups. Both of the group will be give explanation about descriptive text before the test. The test will be scoring by the writing assesment by Heaton.

2. *Treatment*

The treatment given to both of groups. The experimental group will be using poster, while control group will be use explanation/lecturing method.

3. *Post Test*

Post-test will be conduct to experimental and control group after treatment. This post-test is the same question as pre-test. The test aims to know the effect of the treatment.

F. Technique of Analyzing The Data

Before analyzing the data to hipotesis, the researcher will measure normality and homogeneity. It aims to see whether the data was normally distributed and homogen or not. The researcher also used Microsoft Excel 2010 for analyzing the data with reference the formula that stated below.

1) *Normality Test*

The normality test will be do to both Pre-test and Post-test from experimental and control group. The researcher used Liliefors table.

The steps for calculating the normality test :

- Z-score : $\frac{Xi - \bar{X}}{s}$
- To find S (z) score by using : $S_{\text{test}} = \frac{F.Kum}{n}$
- After getting Lo (L.count), and compared to Lt (L.table) with probability : 0,05

$L_o < L_t$: Data is normal, and $L_o > L_t$: Data is not normal²⁸

²⁸ Indra Jaya, (2013), *Penerapan Statistik Untuk Pendidikan, Bandung: Citapustaka Media Perintis*, p. 252-253.

2) *Homogeneity*

Homogeneity test aims to know whether the sample homogeneous or not.

Homogeneity test used in this research is fisher test.

$$F = \frac{\text{The Highest Variance}}{\text{The Smallest Variance}}$$

The characteristic of fisher test is:

- If $F_{\text{count}} < F_{\text{table}}$ = the sample is homogen
- If $F_{\text{count}} > F_{\text{table}}$ = the sample is heterogeneous²⁹

3) *Hypothesis Test*

Suharsimi Arikunto said that the data analyzed by using t-test formula.

The formula is:³⁰

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X1 + X2}{NX + Ny - 2}\right) \left(\frac{Nx + Ny}{Nx \cdot Ny}\right)}}$$

Mx : The mean of experimental group

My : The mean of control group

X1 : Standard deviation of experimental group

X2 : Standard deviation of control group

Nx : The total number of experimental group

Ny : The total number of control group

²⁹ Ibid., p. 261

³⁰ Anas Sudjiono, (2011), *Pengantar Statistic Pendidikan*, Jakarta: Raja Grafindo Persada, p. 354

Statistical hypothesis : If $t\text{-count} < t\text{-table}$, H_a is accepted and H_i rejected. If $t\text{-count} > t\text{-table}$, H_i is accepted and H_o is rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter include research findings and data analysis from the research. Research findings includes Normality test, homogeneity test, and hypothesis test. The data counted by formulas from previous chapter.

A. Research Findings

The data was taken from X TKJ 2 and X TKJ 3 2019/2020 from SMKS TI Muhammadiyah 11 Sibuluan. The researcher conduct the research for one week, due to Covid-19. For experimental group (X TKJ 2) using Poster as media in learning descriptive text and control group (X TKJ 3) using other method.

Table 4.1 Students' Pre-test and Post-test score (Experimental Class)

No.	Students' Name	Pre-test	Post-test
1	HWS	61	87
2	IPW	58	84
3	IPV	50	86
4	ILT	47	89
5	JWL	59	82
6	JSP	53	80
7	KN	70	93
8	LI	64	91
9	LH	53	80
10	MAC	51	87
11	MAM	52	88
12	MVF	49	85

13	MWZ	61	83
14	NKL	59	82
15	NF	52	85
16	NSL	58	86
17	NKS	70	92
18	NLRS	56	86
19	NAPL	63	87
20	NP	59	98
21	NG	65	89
22	NHSP	53	87
23	NW	54	84
24	NH	61	92
25	PRS	67	90
26	PHA	57	83
27	PMA	54	86
28	RA	64	81
29	RL	i	i
30	RWAP	59	86
Σ		1679	2509
Average		57,89655	86,51724

From the table, the lowest score in pre-test is 47 and the highest score is 70. The total score of the pre-test is 1679 with average 57,89. Whereas, the lowest score in post-test is 80 and the highest score is 98, with total score of the post-test 2509 and average 86,51.

Table. 4.2 Students' Pre-test and Post-test score (Control Class)

No.	Students' Name	Pre-test	Post-test
1	RS	55	68
2	RWB	51	63
3	RSP	60	76
4	RAN	54	69
5	RFT	53	63
6	RAP	52	72
7	RI	47	69
8	RAS	49	71
9	RLA	49	62
10	RIAP	59	68
11	RPN	52	70
12	SSC	60	71
13	SN	64	76
14	SP	61	71
15	SAD	58	64
16	SI	57	74
17	SAS	42	60
18	SHS	56	73
19	SHT	64	75
20	SNU	57	66
21	SHP	64	70
22	SA	56	68
23	SY	54	67
24	TI	65	73
25	WA	51	67
26	YSS	58	65
27	YT	67	71

28	ZT	68	72
	Σ	1583	1934
	Average	56,53571	69,07143

From the table, the lowest score in pre-test is 42 and the highest score is 68. The total score of the pre-test is 1583 with average 56,53. Whereas, the lowest score in post-test is 60 and the highest score is 76, with total score of the post-test 1934 and average 69,07.

The researcher can conclude that the post-test of experimental group is higher than the post-test of control group. It can be seen in the average section, the average of post-test experimental group is 86,51724 and the average of post-test from control group is 69,07143. There is significant difference between both of the data with 17,44581.

1. Normality Testing for Experimental and Control group

Normality test for this research used Liliefors table, before conclude whether the data is normal or not normal, the data must count such as; variant, mean, and standard deviation first. After the researcher find the three of it, then the researcher counted the Z_{score} . For normality test, the data is normal if $L_{\text{count}} < L_{\text{table}}$.

- *Statistic calculation of Pre-test (Experimental Group/ X_1)*

$$\text{Mean: } \bar{X} : \frac{\Sigma X}{\Sigma f} = \frac{1679}{29} = 57,89$$

$$\text{Deviation : } X = X - \bar{X}$$

$$X = 29 - 57,89 = \mathbf{28,89}$$

$$\begin{aligned} \text{Varians } S^2 &: \frac{\sum x^2}{n} = \frac{28,89 \cdot 28,89}{29} = 28,78 \\ &= \sqrt{28,78} \\ &= \mathbf{5,36} \end{aligned}$$

$$\text{Standar deviation} = S^2_{x1} = 5,36^2 = \mathbf{28,73}$$

$$\begin{aligned} \text{Finding } Z_{\text{score}} &= \frac{Xi - \bar{X}}{S} \\ &= \frac{46 - 57,89}{28,73} = -0,4138531152 \\ &= \frac{51 - 57,89}{28,73} = -0,23698190045 \\ &= \frac{56 - 57,89}{28,73} = -0,0657848938 \\ &= \frac{61 - 57,89}{28,73} = 0,1082492168 \\ &= \frac{66 - 57,89}{28,73} = 0,2822833275 \\ &= \frac{71 - 57,89}{28,73} = 0,4563174382 \end{aligned}$$

Table 4.3 Normality Pre-test of Experimental Group (X₁)

X ₁	f	f.cumulative	z	f(z)	s(z)	f(z)-s(z)
47	3	0	-0,41385	0,339491	0	0,3394908
51	8	3	-0,23698	0,406335	0,103448	0,3028871
56	8	11	-0,06578	0,473775	0,37931	0,0944642
61	7	19	0,108249	0,543101	0,655172	0,1120714
66	3	26	0,028228	0,51126	0,896552	0,3852917
71	29	29	0,456317	0,675919	1	0,3240809

The researcher used Microsoft Excel 2010 in counting the f(z), s(z) and f(z)-s(z). To get the L_{count}, the researcher subtract all of the data in f(z)-s(z) column, and the result for L_{count} is 0,01541, then compared it with L_{table}. The L_{table} from the data is 0,1614. So, it can be conclude that 0,01541 < 0,1614. The data is *Normal*

- *Statistic calculation of Pre-test (Control Group/ Y₁)*

$$\text{Mean: } \bar{X} : \frac{\Sigma X}{\Sigma f} = \frac{1583}{28} = 56,53$$

$$\text{Deviation : } X = X - \bar{X}$$

$$X = 28 - 56,53 = 28,53$$

$$\begin{aligned} \text{Varians } S^2 : \frac{\Sigma x^2}{n} &= \frac{28,53 \cdot 28,53}{28} = 29,07 \\ &= \sqrt{29,07} \\ &= 5,39 \end{aligned}$$

$$\text{Standar deviation} = S^2_{x1} = 5,39^2 = 29,05$$

$$\begin{aligned} \text{Finding } z_{\text{score}} &= \frac{Xi - \bar{X}}{S} \\ &= \frac{42 - 56,53}{29,05} = -0,500172117 \\ &= \frac{46 - 56,53}{29,05} = -0,3624784854 \\ &= \frac{51 - 56,53}{29,05} = -0,1903614458 \\ &= \frac{56 - 56,53}{29,05} = -0,0182444062 \\ &= \frac{61 - 56,53}{29,05} = 0,1538726334 \\ &= \frac{66 - 56,53}{29,05} = 0,325989673 \end{aligned}$$

Table 4.4 Normality Pre-test of Control Group (Y₁)

Y ₁	f	f.cum	z	f(z)	s(z)	f(z)-s(z)
42	1	1	-0,50017	0,308477	0,035714	0,2727627
46	3	4	-0,36248	0,358497	0,142857	0,2156401
51	8	12	-0,19036	0,424513	0,428571	0,0040585
56	9	21	-0,01824	0,492722	0,75	0,2572781
61	5	26	0,153873	0,561145	0,928571	0,3674265
66	2	29	0,32599	0,627784	1,035714	0,4079304
71	28	28	1	0,841345	1	0,1586553

Same with above data method, the result for L_{count} is 0,1141, then compared it with L_{table} 0,1641. So, it can be conclude that $0,01141 < 0,1641$. The data is *Normal*

- **Statistic calculation of Post-test (Experimental Group/ X_2)**

$$\text{Mean: } \bar{X} : \frac{\Sigma X}{\Sigma f} = \frac{2509}{29} = 86,51$$

$$\text{Deviation : } X = X - \bar{X}$$

$$X = 29 - 86,51 = 57,51$$

$$\begin{aligned} \text{Varians } S^2 : \frac{\Sigma x^2}{n} &= \frac{57,51 \cdot 57,51}{29} = 114,048 \\ &= \sqrt{114,048} \\ &= 10,68 \end{aligned}$$

$$\text{Standar deviation} = S^2_{x1} = 10,68^2 = 114,06$$

$$\begin{aligned} \text{Finding } Z_{\text{score}} &= \frac{Xi - \bar{X}}{S} \\ &= \frac{80 - 86,51}{114,06} = -0,057075236 \\ &= \frac{86 - 86,51}{114,06} = -0,0044713309 \\ &= \frac{91 - 86,51}{114,06} = 0,0393652464 \\ &= \frac{96 - 86,51}{114,06} = 0,0832018236 \\ &= \frac{98 - 86,51}{114,06} = 0,1007364545 \end{aligned}$$

Table 4.5 Normality Post-test of Experimental Group (X_2)

X_2	f	f.cum	z	f(z)	s(z)	f(z)-s(z)
80	11	0	-0,05708	0,477243	0	0,4772426
86	13	11	-0,00447	0,498216	0,37931	0,1189059
91	4	24	0,039365	0,5157	0,827586	0,3118858

96	1	28	0,083202	0,533154	0,965517	0,4323628
99	0	29	0,100736	0,54012	1	0,4598798

The result for L_{count} is 0,0173, then compared it with L_{table} 0,1614. So, it can be conclude that $0,0173 < 0,1614$. The data is *Normal*

- *Statistic calculation of Post-test (Control Group/ Y₂)*

$$\text{Mean: } \bar{x} : \frac{\sum X}{\sum f} = \frac{1934}{28} = \mathbf{69,07}$$

$$\text{Deviation : } X = X - \bar{x}$$

$$X = 28 - 69,07 = \mathbf{41,07}$$

$$\begin{aligned} \text{Varians } S^2 : \frac{\sum x^2}{n} &= \frac{41,07 \cdot 41,07}{28} = 60,24 \\ &= \sqrt{60,24} \\ &= \mathbf{7,76} \end{aligned}$$

$$\text{Standar deviation} = S^2_{x1} = 7,76^2 = \mathbf{60,21}$$

$$\begin{aligned} \text{Finding } z_{\text{score}} &= \frac{Xi - \bar{X}}{S} \\ &= \frac{60 - 69,07}{60,21} = -0,1506394287 \\ &= \frac{66 - 69,07}{60,21} = -0,0509882079 \\ &= \frac{71 - 69,07}{60,21} = 0,032054476 \\ &= \frac{77 - 69,07}{60,21} = 0,1317056967 \end{aligned}$$

Table 4.6 Normality Post-test of Control Group (Y₂)

x	f	f.cum	z	f(z)	s(z)	f(z)-s(z)
60	6	0	-0,15064	0,44013	0	0,4401301
66	10	6	-0,051	0,479663	0,214286	0,2653778
71	12	16	0,032054	0,512786	0,571429	0,0586429

76	28	28	0,131706	0,552391	1	0,4476085
----	----	----	----------	----------	---	-----------

The result for L_{count} is -0,00748, then compared it with L_{table} 0,1641. So, it can be conclude that $-0,00748 < 0,1641$. The data is *Normal*

From data that have been counted above it can be conclude that all of data Pre-test and post-test from Experimental and control group are Normal. It can be seen that the $L_{\text{count}} < L_{\text{table}}$. For L_{table} the researcher got from Liliefors table from some resource. To make it easier, the conclusion are:

Table 4.7 Normality Conclusion

X₁	0,01541 < 0,1614 = <i>Normal</i>
Y₁	0,01141 < 0,1641 = <i>Normal</i>
X₂	0,0173 < 0,1614 = <i>Normal</i>
Y₂	-0,00748 < 0,1641 = <i>Normal</i>

2. Homogeneity Testing for Experimental and Control Group

Homogeneity test of this data used Fisher test, where the biggest variance/the smallest variance. The t_{count} compared it to F_{table} . The data is homogen when $F_{\text{count}} < F_{\text{table}}$, and not homogen if $F_{\text{count}} > F_{\text{table}}$. To find the F_{table} , it needs to counted dk_{count} (n-1) and $dk_{\text{denominator}}$ (variabels) first. After getting the number of each dk, then compared it to f_{table} with α 0,05. In counted the f_{table} the researcher used Ms. Excel to find the variance, in Ms. Excel used formulation =VAR(number of column)

- *Homogeneity Test for Experimental Group (X_1 & X_2)*

Table 4.8 Homogeneity test for Experimental Group

Column1	Column2	Column3
F-Test Two-Sample for Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Variance	37,3103448	17,1871921
dk	28	28
f.table	2,17082259	

From the table above, it can be seen that F_{count} is 2,17, dk_{count} (29-1)= 28 and $dk_{\text{denominator}}$ is 2. The researcher find out the F_{table} 3,34. Therefore, it can be conclude that $F_{\text{count}} < F_{\text{table}} = 2,17 < 3,34$, and the data is **Homogeneous**.

- *Homogeneity Test for Control Group (Y_1 & Y_2)*

Table 4.9 Homogeneity test for Experimental Group

Column1	Column2	Column3
F-Test Two-Sample for Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Variance	40,0357143	18,1428571
dk	27	27
f.table	2,20669291	

From the table, it can be seen that F_{count} is 2,20, dk_{count} (28-1)= 27 and $dk_{\text{denominator}}$ is 2. The researcher find out the F_{table} 3,35. Therefore, it can be conclude that $F_{\text{count}} < F_{\text{table}} = 2,20 < 3,35$, and the data is **Homogeneous**.

3. Hypothesis Test

The hypothesis test used to know whether the media that used in research give impact or not. To counted the hypothesis test, the researcher used formula that have been described before in chapter III to both of experimental and control

class. Statistical hypothesis for this data is, If $t\text{-count} < t\text{-table}$, H_a is accepted and H_i rejected. If $t\text{-count} > t\text{-table}$, H_i is accepted and H_o is rejected.

H_a = There is significant effect of using poster

H_i = There is no significant effect of using poster

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X1 + X2}{NX + Ny - 2}\right)\left(\frac{Nx + Ny}{Nx \cdot Ny}\right)}}$$

$$t = \frac{57,51 - 41,07}{\sqrt{\left(\frac{114,06 + 60,21}{29 + 28 - 2}\right)\left(\frac{29 + 28}{29 \cdot 28}\right)}}$$

$$t = \frac{16,44}{\sqrt{\left(\frac{174,27}{55}\right)\left(\frac{57}{812}\right)}}$$

$$t = \frac{16,44}{\sqrt{(3,16854)(0,07019)}}$$

$$t = \frac{16,44}{\sqrt{0,2223}}$$

$$t = \frac{16,44}{0,47159}$$

$$t_{\text{count}} = 34,8607900931$$

From the calculation above it can be seen that t_{count} is 34,86. After get the t_{count} , the next step is to see the t_{table} with probability 0,05. To find out the t_{table} , the researcher used the formulation ($df = Nx + Ny - 2 : 29 + 28 - 2 = 55$). The

t_{table} of the calculation is 1,67303. However, it conclude that $t_{\text{count}} > t_{\text{table}}$, where $34,86 > 1,67$. *H_a accepted and H_i rejected*

B. Discussion

In conducted the research, the researcher give the same test for both experimental and control group. The test used poster, so that students write descriptive text based on the poster. For experimental class, the researcher used poster as media in teaching-learning English, the researcher give some explanation to them because there are students that still didn't understand, and for the example the researcher also give example and explain the example from Poster. However, in control class the researcher used other way. The researcher also give little expalanation and for the example, the researcher give example from other source by not using media. To get the conclution, the researcher did some calculation before conducted the homogeneity test. The researcher counted Normality and Homogenity test first, for normality of the test the researcher used L_{table} and counted the Z-score to find L_{counted} , before counted the Z-score the researcher should counted the mean, variance, and standard deviation first. For the result it is showed that all of the data are normal where $L_{\text{count}} < L_{\text{table}}$, for experimental group are $0,01541 < 0,1614$ (pre-test) and $0,0173 < 0,1614$ (post-test) and for control group $0,01141 < 0,1641$ (pre-test) and $-0,00748 < 0,1641$ (post-test). After that, the researcher counted the homogenity of the test with the help of Ms.Excel 2010. For homogenity test there was a distribution between two variances (experimental and control class), and then it is divided by reference of Fisher test to determine f_{count} . After got the F_{count} , the researcher look at the F_{table} and it showed that For both of Experimental and Control also

Homogenous, where $F_{\text{count}} < F_{\text{table}} = 2,17 < 3,34$ (experimental group) and $2,20 < 3,35$ (control group). The next step is Hypothesis testing, in the Hypothesis testing the researcher used t_{count} and t_{table} . To calculate the t_{count} the researcher used t -test formula and it is shown that $t_{\text{count}} > t_{\text{table}} = 34,86 > 1,67$; H_a accepted and H_0 rejected, it means there is significant effect in the use of poster. The researcher takes the conclusion, the use of media such as Poster affects students' writing achievement in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion from research findings. The theory and explanation have been explained in chapter I, II, and III, and the data have been explained in Chapter IV in order to know whether the research is useful and has enhancement.

A. Conclusion

The researcher conducted the research on 8th June till 10th July in 2019/2020 academic year. Since COVID-19, the researcher had to keep distance and some students wear masks in the classroom. In accordance with data results from data analysis in chapter IV, the researcher concluded that the use of Poster in learning descriptive text at the experimental group (X TKJ 2) had a significant effect on the students, where the highest score from the Experimental group was 70 (pre-test) and 98 (post-test) and the control group was 68 (pre-test) and 76 (post-test). For hypothesis testing, the $t_{\text{count}} > t_{\text{table}} = 34,86 > 1,67$ which H_a is accepted and H_0 is rejected. Since H_a is accepted, the data showed that there is an increase in students' post-test of experimental class.

The researcher conducted this research by using poster as media in learning, the researcher gave explanation and poster as an example to explain the text and grammar used in descriptive text. From the data that have been analyzed above, the researcher concluded that the use of media such as Poster in learning English descriptive text affects students' writing achievement. Based on research, the students are more independent in their learning process, because the media require

students to think critically according to their own opinion, and they also more active in the class and more interested in learning, their thinking also built up and more motivated to learn because using proper media. For disadvantages and challenges of this research, there is no specific but several students seems quite not interested in learning English especially in grammar, and also still have some errors in their grammar even the researcher have taught them before conducting the research.

B. Suggestion

The suggestion of this research as follows:

1. To the teacher, the media such as poster can be use if the teacher want to teach writing especially descriptive text.
2. To the school, the use of media can apply of the school. So that it can bring new alteration for school in teaching-learning process for all classes. Media could make students more active in the class, boost their thinking/mind, and also motivated them in teaching-learning process of English.
3. To the students of State Islamic University of North Sumatra (UINSU), this research can be as reference or can be developed more if wanted to do some research.

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APPENDIX I

Students Initial name of X TKJ 2 and TKJ 3

TKJ 2

Name	Initial Name
Hilda Wahyuni Sinaga	HWS
Ilham Pratama Wijaya	IPW
Ilhamsyah Putra Vangaon	IPV
Indah Lestari Tanjung	ILT
Jamilatul Wahda Lubis	JWL
Jihanda Saputra Pasaribu	JSP
Khairun Nisa	KN
Lindira	LI
Lismar Hutabarat	LH
Mayang Adela Caniago	MAC
Muhammad Arif Marpaung	MAM
Muhammad Vicky Fahreza	MVF
Mutiara Wahyuni Zebua	MWZ
Nabila Kamal Lubis	NKL
Nadia Febrinayanti	NF
Nanda Saputra Lase	NSL

Natasya Kirana Siregar	NKS
Nava Loma Rahmadani Syahfitri	NLRS
Nesti Amanda Putri Lase	NAPL
Nona Pulungan	NP
Novia Gaus	NG
Nur Hikmah Susati Panjaitan	NHSP
Nurdiana Waruwu	NW
Nursauma Hayati	NH
Pahmi Romaito Sitompul	PRS
Putra Harianto Aritonang	PHA
Putri Melati Aritonang	PMA
Rahim Alamsyah	RA
Rahima Lase	RL
Rani Wahyunita Asra Panggabean	RWAP

X TKJ 3

Name	Initial Name
Ratna Sari	RS
Raykha Wasi Bakhtiar	RWB
Reni Septiani Pasaribu	RSP
Resti Ananda	RAN
Reza Fahlevi Tanjung	RFT
Rika Amelia Putri	RAP
Rinaldi	RI
Rio Afandi Simamora	RAS
Risnan Lase	RLA
Rizki Amanda Pasaribu	RIAP
Rizky Pradana Nasution	RPN
Sahril Saputa Chaniago	SSC
Saparuddin Nasution	SN
Sarima Panggabean	SP
Sasky Ananda Daulay	SAD
Siswati	SI

Siti Annisa Siregar	SAS
Siti Hadana Siregar	SHS
Siti Halila Tambunan	SHT
Siti Nurhaliza	SNU
Sri Handayani Pakpahan	SHP
Sulastri Anggraini	SA
Syaifullah	SY
Tiara	TI
Wardinawan	WA
Yusna Sakinah Siregar	YSS
Yusna Tampubolon	YT
Zuhri Telaumbanua	ZT

APPENDIX II

The Students' Score of Pre-test and Post-test in Experimental Class and Control Class

Experimental Class

No.	Students' Name	Pre-test	Post-test
1	HWS	61	87
2	IPW	58	84
3	IPV	50	86
4	ILT	47	89
5	JWL	59	82
6	JSP	53	80
7	KN	70	93
8	LI	64	91
9	LH	53	80
10	MAC	51	87
11	MAM	52	88
12	MVF	49	85
13	MWZ	61	83
14	NKL	59	82
15	NF	52	85
16	NSL	58	86
17	NKS	70	92
18	NLRS	56	86
19	NAPL	63	87
20	NP	59	98
21	NG	65	89
22	NHSP	53	87
23	NW	54	84
24	NH	61	92
25	PRS	67	90
26	PHA	57	83
27	PMA	54	86
28	RA	64	81
29	RL	i	i
30	RWAP	59	86

Control Class

No.	Students' Name	Pre-test	Post-test
1	RS	55	68
2	RWB	51	63
3	RSP	60	76
4	RAN	54	69
5	RFT	53	63
6	RAP	52	72
7	RI	47	69
8	RAS	49	71
9	RLA	49	62
10	RIAP	59	68
11	RPN	52	70
12	SSC	60	71
13	SN	64	76
14	SP	61	71
15	SAD	58	64
16	SI	57	74
17	SAS	42	60
18	SHS	56	73
19	SHT	64	75
20	SNU	57	66
21	SHP	64	70
22	SA	56	68
23	SY	54	67
24	TI	65	73
25	WA	51	67
26	YSS	58	65
27	YT	67	71
28	ZT	68	72

APPENDIX III

Liliefors Table

20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

Table continues on the following page...

N	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
29	.1334	.1398	.1483	.1614	.1886
30	.1315	.1378	.1460	.1590	.1848
31	.1291	.1353	.1432	.1559	.1820
32	.1274	.1336	.1415	.1542	.1798
33	.1254	.1314	.1392	.1518	.1770
34	.1236	.1295	.1373	.1497	.1747
35	.1220	.1278	.1356	.1478	.1720
36	.1203	.1260	.1336	.1454	.1695
37	.1188	.1245	.1320	.1436	.1677
38	.1174	.1230	.1303	.1421	.1653
39	.1159	.1214	.1288	.1402	.1634
40	.1147	.1204	.1275	.1386	.1616
41	.1131	.1186	.1258	.1373	.1599
42	.1119	.1172	.1244	.1353	.1573
43	.1106	.1159	.1228	.1339	.1556
44	.1095	.1148	.1216	.1322	.1542
45	.1083	.1134	.1204	.1309	.1525
46	.1071	.1123	.1189	.1293	.1512
47	.1062	.1113	.1180	.1282	.1499
48	.1047	.1098	.1165	.1269	.1476
49	.1040	.1089	.1153	.1256	.1463
50	.1030	.1079	.1142	.1246	.1457
> 50	$\frac{0.741}{f_N}$	$\frac{0.775}{f_N}$	$\frac{0.819}{f_N}$	$\frac{0.895}{f_N}$	$\frac{1.035}{f_N}$

(H. Abdi and P. Molin, *Lilliefors/Van Soest's test of Normality*,... p. 9-10)

APPENDIX IV

T. Table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

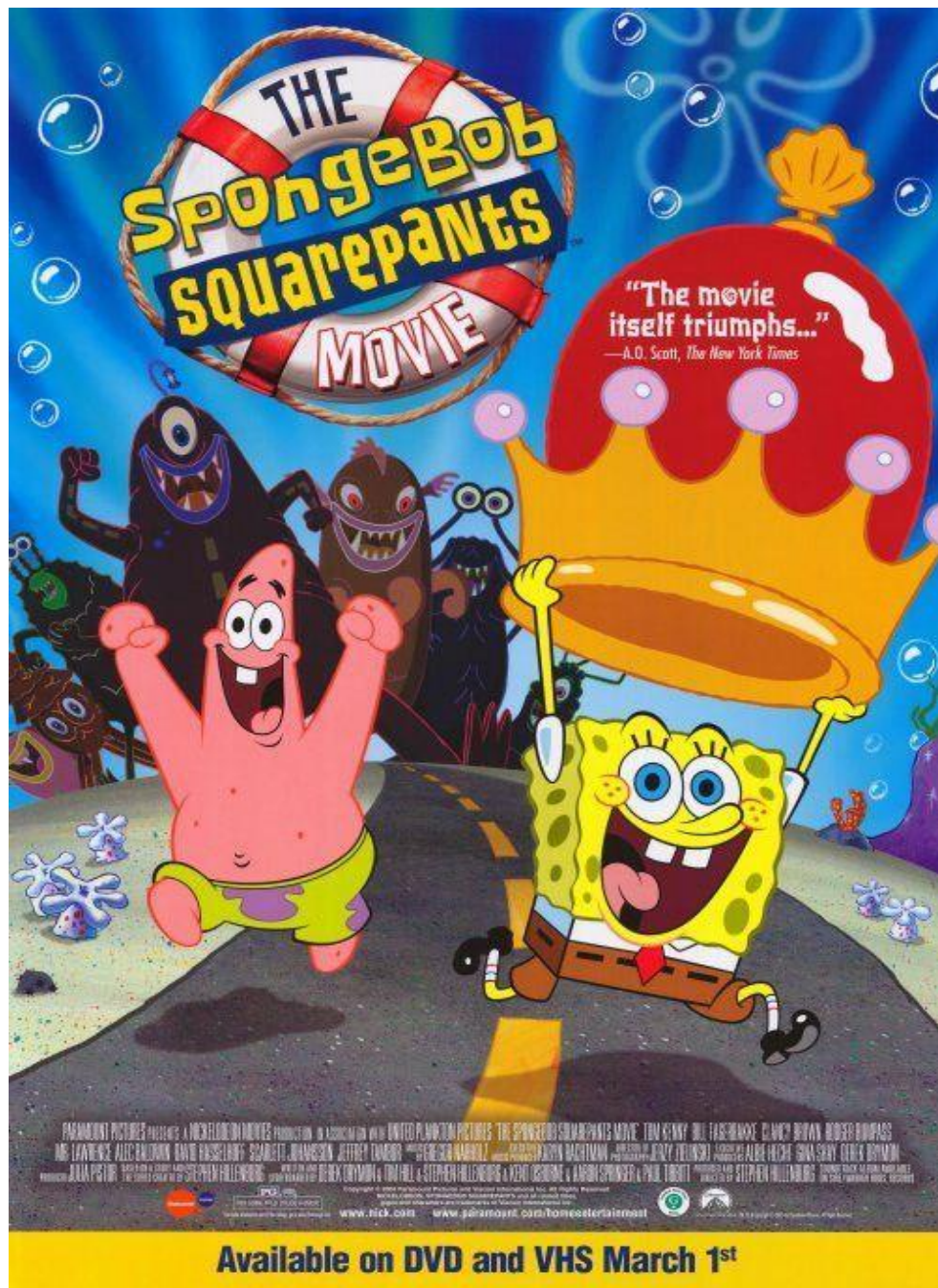
Catatan: Probabilitas yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX V

F. Table

Titik Persentase Distribusi F untuk Probabilita = 0,05															
df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

APPENDIX VI



(poster for post-test)

APPENDIX VII

Post-Test

(Experimental Class)

WRITTEN TEST

Name :

Class :

Instruction:

1. Describe the poster by your own word, start from introduce the poster
and then the characteristics of the poster.
2. Write at least 5 sentences.

APPENDIX VIII

Post-Test

(Control Class)

WRITTEN TEST

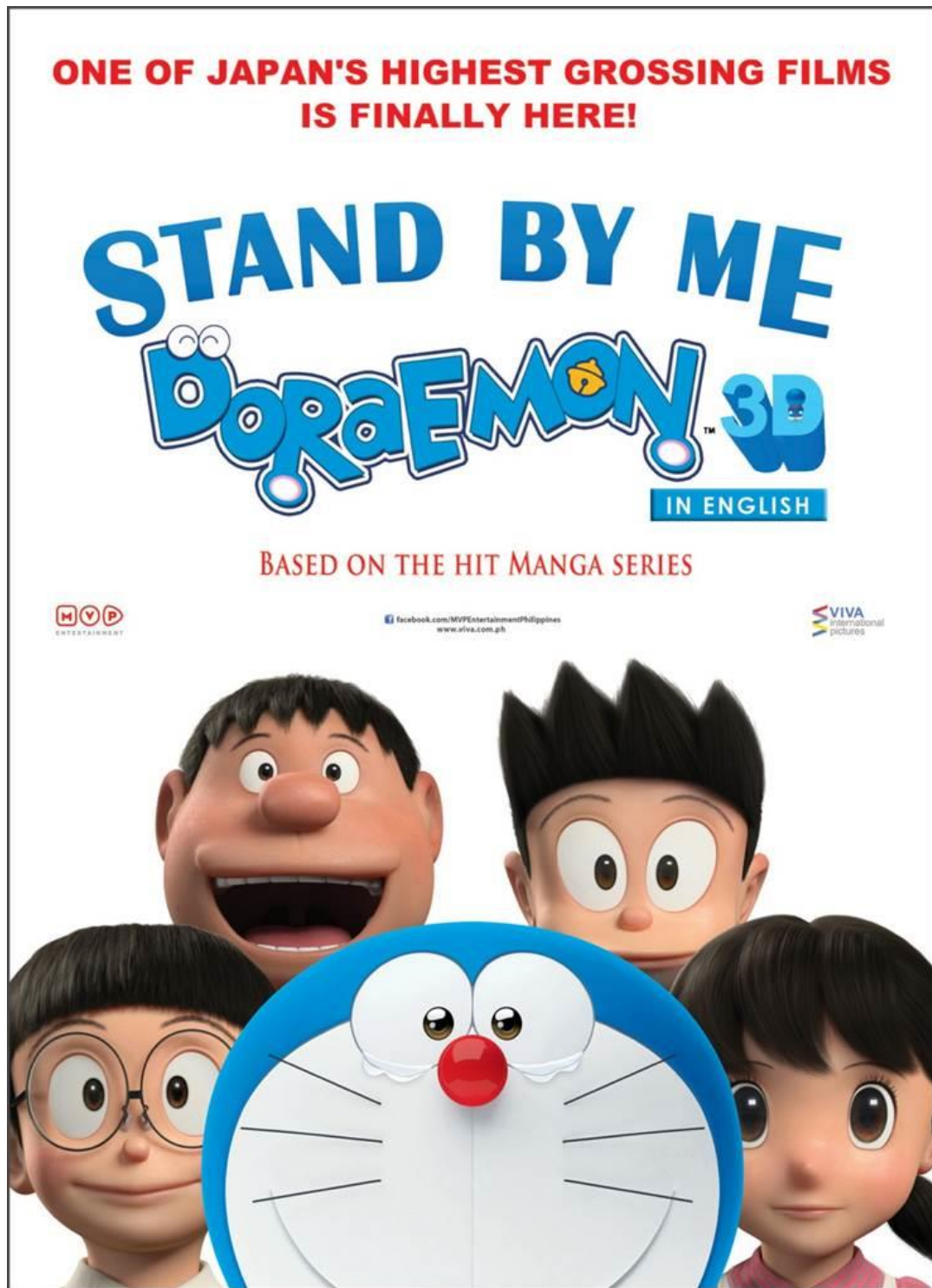
Name :

Class :

Instruction:

1. Describe the poster by your own word, start from introduce the poster
and then the characteristics of the poster.
2. Write at least 5 sentences.

APPENDIX IX



(poster for Pre-test)

APPENDIX X

Pre-Test

(Experimental Class)

WRITTEN TEST

Name :

Class :

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

APPENDIX XI

Pre-test

(Control Class)

WRITTEN TEST

Name :

Class :

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

APPENDIX XII

Key answer of Pre-test : *(Below is an example of the correct answer; the answer depends on how the students answer/write)*

The poster is about Doraemon movie. The title of the movie is “Stand By Me Doraemon 3D”, the movie originally from Japan and it is available in English. The movie based on the hit manga series. In the poster there is Doraemon with his friends; Nobita, Giant, Suneo, and Shizuka.

Doraemon is a cat that has blue color, mustache, and red nose, he is in the middle and crying in the poster. Nobita is Doraemon friend and live with Nobita in his house. Nobita is on the left side next to Doraemon, he wears glasses and smiling. Giant is Nobita’s school friend, he is very ignorant to Nobita. Giant is on top of Doraemon next to Nobita, he smiled broadly in the poster. Suneo is also Nobita’s school friend and also very ignorant with Nobita. He has strange hair, he is on top of Doraemon right next to Giant. The last one is Shizuka, which Nobita likes. Shizuka is very kind, and often helps Nobita. Shizuka braids two of her hair and smiling in the poster, she is on the right side of Doraemon.

APPENDIX XIII

Key answer of Post-test: (*Below is an example of the correct answer; the answer depends on how the students answer/write*)

The poster is about “The Spongebob Squarepants Movie”. The movie will be launch and available on DVD and VHS on March 1st. This is one of the best Spongebob movie, that marked with an wrticle “The movie itself triumphs...” by A.O. Scott, The New York Times. Spongebob Squarepants is famous cartoon in the world.

In the poster there are Spongebob Squarepants, his friend Patrick, and some strange object that following them from behind. Spongebob made from sponge that has yellow color. He wears a white shirt, brown work pants, red tie, white socks, and black shoes. He has blue eyes and smiling in the poster. he is holding a red-gold crown with several pink pearls on it. Beside him is patrick star, spongebob’s best friend and also his neighbor. Patrick made from starfish which has pink color, he wears lime pants with purple flower motif. Behind them, there are 7 strange monster fish. The first monster has pink color, the second monster has brown color and it doesn’t have mouth, the third monster has black color with green head, the fourth monster has blac color and one eye with sharp teeth, the fifth monster has brown color with pink eyes and hair, the sixth monster has black color, and the last monster has black color with one eye.

DAFTAR NAMA SISWA
SMKS TI MUHAMMADIYAH 11 SIBULUAN
TAHUN PELAJARAN 2019/2020
TINGKAT / KELAS : X (SEPULUH)
KOMPETENSI KEAHLIAN TEKNIK KOMPUTER DAN JARINGAN

NO.	NAMA PESERTA DIDIK	JK	NISN/NIS	KELAS
1	HILDA WAHYUNI SINAGA	P	3043295545 / 4411.2019	X TKJ-2
2	ILHAM PRATAMA WIJAYA	L	0043799958 / 4412.2019	X TKJ-2
3	ILHAMSYAH PUTRA VANGAON	L	3052337004 / 4413.2019	X TKJ-2
4	INDAH LESTARI TANJUNG	P	0037450365 / 4414.2019	X TKJ-2
5	JAMILATUL WAHDA LUBIS	L	3041278165 / 4415.2019	X TKJ-2
6	JIHANDA SAPUTRA PASARIBU	L	0037783147 / 4416.2019	X TKJ-2
7	KHAIRUN NISA	P	0040856912 / 4417.2019	X TKJ-2
8	LINDIRA	P	0035796616 / 4418.2019	X TKJ-2
9	LISMAR HUTABARAT	P	0021131882 / 4419.2019	X TKJ-2
10	MAYANG ADELA CANIAGO	P	0036734184 / 4420.2019	X TKJ-2
11	MUHAMMAD ARIF MARPAUNG	L	0047062859 / 4421.2019	X TKJ-2
12	Muhammad Vicky Fahreza	L	9014014267 / 4422.2019	X TKJ-2
13	MUTIARA WAHYURI ZEBUA	P	0037045125 / 4423.2019	X TKJ-2
14	NABILA KAMAL LUBIS	P	0040759714 / 4424.2019	X TKJ-2
15	NADIA FEBRINAYANTI	P	0043531628 / 4425.2019	X TKJ-2
16	NANDA SAPUTRA LASE	L	0044131722 / 4426.2019	X TKJ-2
17	NATASYA KIRANA SIREGAR	L	3026710235 / 4427.2019	X TKJ-2
18	NAVA LOMA RAHMADANI SYAHFITRI	P	0034885977 / 4428.2019	X TKJ-2
19	NESTI AMANDA PUTRI LASE	P	0044222715 / 4429.2019	X TKJ-2
20	NONA PULUNGAN	P	0030512672 / 4430.2019	X TKJ-2
21	NOVIA GAUS	P	0051675842 / 4431.2019	X TKJ-2
22	NUR HIKMAH SUSANTI PANJAITAN	P	3042369489 / 4433.2019	X TKJ-2
23	Nurdiana Waruwu	P	0036912653 / 4432.2019	X TKJ-2
24	NURSAUMA HAYATI	P	0038595688 / 4434.2019	X TKJ-2
25	PAHMI ROMAITO SITOMPUL	L	0041381048 / 4435.2019	X TKJ-2
26	PUTRA HARIANTO ARITONANG	L	0036744107 / 4436.2019	X TKJ-2
27	PUTRI MELATI ARITONANG	P	0048478709 / 4437.2019	X TKJ-2
28	RAHIM ALAMSYAH	L	3045672421 / 4438.2019	X TKJ-2
29	RAHIMA LASE	P	0047234486 / 4439.2019	X TKJ-2
30	RANI WAHYUNITA ASRA PANGGABEAN	P	3043588606 / 4440.2019	X TKJ-2

Pandan, Juli 2020
Guru Bidang Studi


Susan Hutabarat, S.Pd

DAFTAR NAMA SISWA
SMKS TI MUHAMMADIYAH 11 SIBULUAN
TAHUN PELAJARAN 2019/2020
TINGKAT / KELAS : X (SEPULUH)
KOMPETENSI KEAHLIAN TEKNIK KOMPUTER DAN JARINGAN

NO.	NAMA PESERTA DIDIK	JK	NISN/NIS	KELAS
1	RATNA SARI	P	0038791292 / 4442.2019	X TKJ-3
2	RATNA SARI	P	3025803274 / 4441.2019	X TKJ-3
3	RAYKHA WASI BAKHTIAR	L	3053765821 / 4443.2019	X TKJ-3
4	RENI SEPTIANI PASARIBU	P	3036625540 / 4444.2019	X TKJ-3
5	RESTI ANANDA	P	3041082747 / 4445.2019	X TKJ-3
6	Reza Fahlevi Tanjung	L	0040870037 / 4446.2019	X TKJ-3
7	RIKA AMELIA PUTRI	P	3043898141 / 4447.2019	X TKJ-3
8	RINALDI	L	0044454967 / 4448.2019	X TKJ-3
9	RIO AFANDI SIMAMORA	L	0035111945 / 4449.2019	X TKJ-3
10	RISNAN LASE	P	0044190344 / 4450.2019	X TKJ-3
11	RIZKI AMANDA PASARIBU	P	0045160616 / 4451.2019	X TKJ-3
12	RIZKY PRADANA NASUTION	L	3049386155 / 4452.2019	X TKJ-3
13	SAHRIAL SAPUTRA CHANIAGO	L	0032147359 / 4453.2019	X TKJ-3
14	SAPARUDDIN NASUTION	L	3006967826 / 4454.2019	X TKJ-3
15	SARIMA PANGGABEAN	P	0041813170 / 4455.2019	X TKJ-3
16	SASKY ANANDA DAULAY	P	0041799220 / 4456.2019	X TKJ-3
17	SISWATI	P	0004201337 / 4457.2019	X TKJ-3
18	Siti Annisa Siregar	P	0041799197 / 4458.2019	X TKJ-3
19	SITI HADANA SIREGAR	P	0041799015 / 4459.2019	X TKJ-3
20	SITI HALILA TAMBUNAN	P	3047107852 / 4460.2019	X TKJ-3
21	SITI NURHALIZAH	P	0038198860 / 4461.2019	X TKJ-3
22	Sri Handayani Pakpahan	P	0036912650 / 4462.2019	X TKJ-3
23	SULASTRI ANGGRAINI	P	0041799188 / 4463.2019	X TKJ-3
24	SYAIFULLAH	L	3047656825 / 4464.2019	X TKJ-3
25	TIARA	L	3044981819 / 4465.2019	X TKJ-3
26	WARDINAWAN	L	0030874683 / 4466.2019	X TKJ-3
27	YUSNA SAKINAH SIREGAR	P	0035151865 / 4467.2019	X TKJ-3
28	YUSNA TAMPUBOLON	P	0028298936 / 4468.2019	X TKJ-3
29	ZUHRI TELAUMBANUA	L	0033005732 / 4469.2019	X TKJ-3

Pandan, Juli 2020
Guru Bidang Studi


Susan Hutabarat, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan : SMKS TI 11 Muhammadiyah Sibulan

Mata Pelajaran : Bahasa Inggris

Kelas : X TKJ 2

Materi Pembelajaran : Descriptive Text

Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak dengan pengembangan dari yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

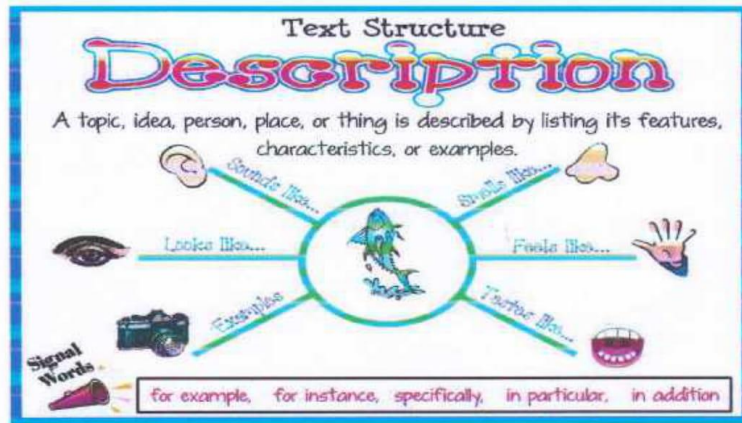
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.4 teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
--	--

C. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi gambar untuk menuliskan descriptive text.
- Siswa mampu menjelaskan gambar (media) untuk menuliskan descriptive text.
- Siswa mampu menuliskan teks deskriptif berdasarkan gambar (media) yang digunakan.

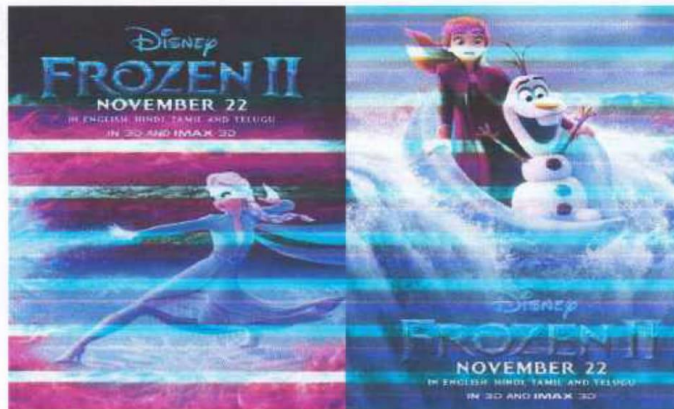
D. Materi Pembelajaran

- Descriptive Text: definition and generic structure of descriptive text.



(<https://id.pinterest.com/pin/23010648065618200/>)

Example:



(<https://timesofindia.indiatimes.com/entertainment/hindi/bollywood/news/frozen-2-the-makers-unveil-a-set-of-new-characters-posters-of-the-film/articleshow/71708004.cms>)

Technique to write a text from picture/poster:

1. Start from analyzed the poster.
2. Objects contained in the poster.

Guide questions to write a text :

1. What is the picture about?
2. What is the title of the movie?
3. When the movie will be released?
4. Who are in the poster?
5. What are the characteristics from the character?
6. What is your opinion or impression about the movie?

The poster is about movie poster entitled Frozen II. Frozen II is one of famous animation in the world. The movie will be released on 22nd November in English, Tamil, Hindi, and Telugu languages in 3D and AIMAX 3D.

In the poster there are Anna, Elsa, and Olaf. They live on a place covered with snow. Anna and Elsa are siblings, while Olaf is a snowman that looks like human. In the poster Elsa showing her power by releasing light from her hand, it can make things into ice. Elsa have white hair like snow and she wears blue dress. Anna and Olaf rides a ice boat. Anna have brown hair and she wears purple dress. While olaf made from snow, it has carrot nose and hands made from twigs. The poster looks so attractive, and nice to watch with family and kids.

E. Metode Pembelajaran

- Discussion
- Expalanation with poster and poster analysis
- Individual work

F. Media Pembelajaran

- Film Poster, picture
- White/black board

G. Sumber Belajar

- English Textbook
- Internet

H. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Guru memberikan *greeting* kepada siswa dan berdoa bersama sebelum memulai pembelajaran.

2. Guru Memeriksa kehadiran peserta didik.
 3. Guru memberitahu siswa mengenai apa yang hendak di bahas dan memberikan sedikit gambaran mengenai descriptive text.
- b. *Kegiatan Inti*
1. Guru menjelaskan teks deskriptif.
 2. Guru memberikan contoh melalui gambar.
 3. Murid mengamati poster film Frozen II.
 4. Guru dan murid bersama melakukan diskusi dan menganalisa hal yang terdapat dalam poster film frozen II.
 5. Guru dan murid melakukan tanya jawab terkait poster film Frozen II yang dijadikan sebagai media pembelajaran descriptive text.
- c. *Kegiatan Penutup*
1. Guru menugaskan siswa untuk menuliskan teks deskriptif dari poster yang digunakan sebagai media pembelajaran.
 2. Siswa menyimpulkan materi pembelajaran.
 3. Guru memberikan feedback dan motivasi kepada siswa.
 4. Guru menutup pembelajaran dan *leave taking*.

I. Evaluasi

Guru menugaskan siswa untuk menuliskan teks descriptive berdasarkan poster yang diberikan kepada siswa.


Pandan, Juli 2020

Mengetahui,
Kepala SMKS TI 11
Muhammadiyah Sibuluan

Guru Bidang Studi

Peneliti


Dedy Rahri Sahnur Sihotang, S.Pd.
NIP. --


Susan Hutabarat, S.Pd.
NIP. --


Zumarni Septania Limbong
NIM. 0304161037

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan : SMKS TI 11 Muhammadiyah Sibuluan

Mata Pelajaran : Bahasa Inggris

Kelas : X TKJ 3

Materi Pembelajaran : Descriptive Text

Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak dengan pengembangan dari yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.4 teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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C. Tujuan Pembelajaran

- Siswa mampu menjelaskan materi descriptive text.
- Siswa mampu menuliskan teks deskriptif.

D. Materi Pembelajaran

- Descriptive Text: definition and generic structure of descriptive text.

Example:

SCORPIONS

This is one of the largest of the insect tribe. It is met with in different countries, and of various sizes, from two or three inches to nearly a foot in length: it somewhat resembles a lobster, and casts its skin, as the lobster does its shell.

Scorpions are common in hot countries: they are very bold and watchful: when any thing approaches, they erect their tails, and stand ready to inflict the

direful sting. In some parts of Italy and France, they are among the greatest pests that plague mankind: they are very numerous, and are most common in old houses, in dry or decayed walls, and among furniture, insomuch that it is attended with, much danger to remove the same: their sting is generally a very deadly poison, though not in all cases, owing to a difference of malignity of different animals, or some other cause. In the time of the children of Israel, scorpions were a plague in Egypt and Canaan, as appears by the sacred writings.

(<https://www.sederet.com/tutorial/10-contoh-descriptive-text-dalam-bahasa-Inggris/>)

Guide questions to write a text :

1. What is the text about?
2. Where is scorpion commonly live?
3. What are the characteristics of scorpion?

E. Metode Pembelajaran

- Explanation
- Discussion
- Individual work

F. Media Pembelajaran

- Conventional media (white/blackboard, book, pen, etc.)

G. Sumber Belajar

- English Textbook
- Internet

H. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Guru memberikan *greeting* kepada siswa dan berdoa bersama sebelum memulai pembelajaran.
2. Guru Memeriksa kehadiran peserta didik.
3. Guru memberitahu siswa mengenai apa yang hendak di bahas dan memberikan sedikit gambaran mengenai descriptive text.

b. *Kegiatan Inti*

1. Guru menjelaskan teks deskriptif.
2. Guru dan murid bersama melakukan diskusi terkait teks deskriptif dan memberikan sebuah contoh text descriptive yang berjudul : Scorpion.
3. Guru dan murid melakukan tanya jawab terkait descriptive text.

c. *Kegiatan Penutup*

1. Guru menugaskan siswa untuk menuliskan teks deskriptif dari tokoh Spongebob yang digunakan sebagai contoh dan media pembelajaran.
2. Siswa menyimpulkan materi pembelajaran.
3. Guru memberikan feedback dan motivasi kepada siswa.
4. Guru menutup pembelajaran dan *leave taking*.

I. **Evaluasi**

Guru menugaskan siswa untuk menuliskan teks descriptive berdasarkan poster yang diberikan kepada siswa.

Pandan, Juli 2020

Mengetahui,

Kepala SMKS TI 11

Munandiyah Sibuluan



Dedy Panri Sahnur Sihotang, S.Pd.

NIP. --

Guru Bidang Studi


Susan Hutabarat, S.Pd.

NIP. --

Peneliti


Zumarni Septania Limbong
NIM. 0304161037

Post-Test
(Experimental Class)

WRITTEN TEST

Name : Hafidh Latani Tanjung

Class : X TK 2

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

The poster is "Spongebob Squarepants Movie". I often watch Spongebob Squarepants on tv and youtube. Spongebob squarepants have yellow color and Patrick have pink color. They live in Under Bottom, and they are also neighborhood. In the poster, Spongebob and Patrick running. Patrick star wear his pants that have green and purple color, while Spongebob wear white clothes (white shirt, brown pants, and red tie). The master looks scary and very ugly. They have sharp teeth and dark color. Spongebob Squarepants hold a gold red crown with 5 pink pearl and seashell above the crown.

Pre-Test
(Experimental Class)

WRITTEN TEST

Name : Hafidh Latani Tanjung

Class : X TK 2

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

Doromon my favorite anime since I was little. Doromon very cute, nice and funny. He live with Nobita. Nobita and Doromon friends same; Shizuka, Genie, and Genie. Shizuka beautiful, Genie is so big (Genie) have strange hair, and Nobita wear glasses.

Post-Test
(Control Class)

WRITTEN TEST

Name : Rindlpi

Class : XTKJ 3

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

The picture was about Spongebob Squarepants is a cartoon. He made from sponges. The color is yellow. Beside him Patrick Star is Spongebob Squarepants best friend, they live at Bikini Bottom city. In the picture they disappear by monsters (they running with happy while holding a crown, the monsters look ugly and strange they have sharp teeth). In the poster they are running on a street in Bikini Bottom, the road have gray color and yellow line, with white flowers beside the road.

Pre-test
(Control Class)

WRITTEN TEST

Name : Rindlpi

Class : XTKJ 3

Instruction:

1. Describe the poster by your own word, start from introduce the poster and then the characteristics of the poster.
2. Write at least 5 sentences.

Doraemon stand by me. On of the film Doraemon the film so sad about Doraemon separate from Nobita. In the picture there Doraemon Nobita. Shizuka, Jian, Suneo. Doraemon is crying while everyone smiling in the picture. There word one of Japan is big best grossing films is finally here!



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12 Mei 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMKS TI 11 Muhammadiyah Sibulan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Zumarni Septania Limbong
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Tempat/Tanggal Lahir : Kota Sibolga, 21 September 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII(Delapan)
Alamat : JL.KETAPANG NO.65 Kelurahan SIBOLGA ILIR Kecamatan SIBOLGA UTARA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMKS TI 11 Muhammadiyah Sibulan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Using Poster on Students' Achievement in Writing Descriptive Text at SMKS TI 11 Muhammadiyah Sibulan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 12 Mei 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan



Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info: Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH SIBULUAN
SMK SWASTA MUHAMMADIYAH 11 SIBULUAN TAPANULI TENGAH
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- TEKNIK SEPEDA MOTOR (TSM) / - B
- TEKNIK KOMPUTER DAN JARINGAN (TKJ) / A



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Nomor : 686/IV.4/F/2020
Lamp : --
Hal : Izin Riset

Pandan, 4 Juni 2020

Kepada
Yth, : Pimpinan Universitas Islam Negeri Sumatera Utara Medan
Fakultas Ilmu Tarbiyah dan Keguruan
Di
Tempat

Dengan hormat, sesuai dengan surat yang kiriman dengan nomor :
B-5841/ITK/ITK.V.3/PP.00.9/04/2020 tanggal 15 Mei 2020 perihal Izin Riset
dengan ini kami dapat menerima dan memberi izin riset yang dilaksanakan pada
Tanggal/Bulan : 4 Juni 2020 s/d 31 Juli 2020 kepada saudara an :

Nama : Zumarni Septania Limbong
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Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.



Dedy Fahri Sahnur Sihotang, S.Pd



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
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SURAT KETERANGAN

Nomor : 695/IV.4/F/2020

Yang bertanda tangan dibawah ini Kepala SMK Swasta Muhammadiyah 11 Sibuluan Tapanuli Tengah menerangkan bahwa :

Nama : DEDY FAHRI SAHNUR SIHOTANG,S.Pd
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Dengan ini menerangkan bahwa :

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Bahwa nama tersebut di atas telah melaksanakan penelitian di SMKS TI Muhammadiyah 11 Sibuluan Tapanuli Tengah dalam rangka penyusunan skripsi mahasiswa melengkap persyaratan penyelesaian studi pada Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Dengan judul skripsi " The Effect of Using Poster on Students' Achievement in Writing Descriptive Text at SMKS TI Muhammadiyah 11 Sibuluan " pada Mata Pelajaran Bahasa Inggris di Kelas X (sepuluh) TKJ-2 dan TKJ-3 SMKS TI Muhammadiyah 11 Sibuluan.

Kemudian hal-hal yang berkaitan dengan pengambilan data dan informasi adalah objektif dan benar.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Pandan, 10 Juli 2020



KEPALA SEKOLAH
SWASTA

DEDY FAHRI SAHNUR SIHOTANG,S.Pd

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